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ABSTRACT

This practicum report describes an intervention during the 1990-1991 school year that involved restructuring a kindergarten classroom to include more developmentally appropriate activities. Expected outcomes were stated in the following terms: (1) the arrangement of the classroom will allow free, orderly movement; (2) the county's kindergarten curriculum will be incorporated into classroom activities; (3) the classroom will provide opportunities for active learning and will require fewer paper and pencil tasks; and (4) the number of discipline referrals of kindergarten children will decrease. The intervention involved rearranging the classroom into learning centers; color coding the centers; devising a management system for using the centers; and developing games and activities that correlated with the county's kindergarten curriculum. The success of the intervention was measured by comparing pre- and post-intervention teacher surveys and experimenter observational checklists on developmentally appropriate classroom practices, and by comparing the number of discipline referrals during the intervention year as against the previous year. Results indicated that the objectives were met. A reference list of 40 items is provided. Appendices include copies of the teacher survey and experimenter checklist, a guide for interviewing teachers, and a collection of class schedules and other items relevant to the implementation of developmentally appropriate practices in the classroom. (BC)

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Restructuring a Kindergarten Classroom to Include More Developmentally Appropriate Activities

Gwen Sherman

Cluster 41

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A Practicum I Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Gwendolyn B. Sherman under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

April 22, 1992
Date of Final Approval of Report

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TABLE OF CONTENTS

		Page
ACKNOWLEDGMENTS		iii
TABLE OF CONTENTS		iv
LIST OF FIGURES		v
ABSTRACT		vi
Chapter		
I	INTRODUCTION	1
	Description of Work Setting and Community	1
	Writer's Work Setting and Role	2
II	STUDY OF THE PROBLEM	4
	Problem Description	4
	Problem Documentation	4
	Causative Analysis	6
	Relationship of the Problem to the Literature	8
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	10
	Goal	10
	Expected Outcomes	10
	Measurement of Outcomes	11
IV	SOLUTION STRATEGY	12
	Problem Description	12
	Discussion of Possible Solutions	12
	A Description and Justification of Other Selected Solutions	15
	Report of Action Taken	20
V	RESULTS, DISCUSSION, RECOMMENDATIONS, AND DISSEMINATION	30
	Results	30
	Discussion	35
	Recommendations	36
	Dissemination	38
REFERENCES		39

Page

Appendices

A	KINDERGARTEN SURVEY	44
B	OBSERVATIONAL CHECKLIST	48
C	INTERVIEW GUIDE	51
D	MONTHLY UNIT THEMES	53
E	SOCIAL GOALS	55
F	KINDERGARTEN CONTINUUM	57
G	DAILY SCHEDULE	60
H	MANAGEMENT SYSTEM FOR CENTERS	62
I	DAILY SCHEDULE REVISED	64
J	MANAGEMENT WHEEL FOR CENTERS	66
K	MANAGEMENT CHART FOR ACTIVITIES	68
L	EXAMPLE OF NEWSLETTER TO PARENTS	70
M	PARTY INVITATION	72

LIST OF FIGURES

Figure

1	Classroom Activities Modification Comparison	33

Abstract

Restructuring a Kindergarten Classroom to Include More Developmentally Appropriate Activities. Sherman, Gwendolyn B., 1992: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Developmental Programs/ Curriculum/Preschool/Kindergarten Children/Young Children/Early Childhood Education/Preschool Education.

This practicum addressed the needs of five and early six year old kindergarten students by restructuring a classroom to include more developmentally appropriate activities. This was accomplished by the writer and one kindergarten teacher rearranging the classroom to become center oriented, color coding the centers and devising a management system for utilizing the centers. Sequential games and concrete activities were developed and labeled to correlate with the county's kindergarten curriculum to eliminate excessive use of workbooks and ditto sheets.

The effectiveness of this practicum was determined by comparing pre and post surveys and pre and post observational checklists. Also compared were the number of discipline referrals from last year to the number for this year, which could be attributed to frustration due to developmentally inappropriate activities. The post survey completed by the classroom teacher indicated developmentally appropriate activities are now occurring more frequently in the classroom as compared to the pre survey. The post observational checklist completed by the writer showed that all classroom facilities and activities have been appropriately planned for the young child. The discipline referrals have greatly decreased as there has been 1 discipline referral this school term, 1991-92; and that was before implementation began in October, 1991, as compared to 28 referrals last school year, 1990-91. This evaluation suggests the implementation of this practicum was successful.

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Date

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting for the writer is a small elementary school consisting of 500 students and 4 classes of each grade K-5. The faculty and staff are dedicated professionals who continuously evaluate and adjust programs to meet the needs of the student population. The school population ranges from average to low middle class families based on the number of children receiving free and reduced lunches. About 46% of the students are from single parent homes. In 72% of the two-parent homes, both parents work. Ten percent of the student body is black, and about one percent is of other ethnic origin. The children live in nearby apartment complexes, housing projects, or private homes.

The area is highly transient due to the jobs provided by the nearby beaches in the warmer months of the year. There are many students who move here during the year from bordering and nearby states whose parents are looking for work. The school is located in an area of low-rent housing; and students often transfer to the other side of town where the housing situation is the same, only to reappear here several months later.

Writer's Work Setting and Role

The writer is a primary specialist who administers the duties of the Primary Education Program known as PREP. In 1979, this state's legislature required the Department of Education and each district school board to implement a program of comprehensive improvement in kindergarten through grades three. The intent was to provide each student an individualized educational program which would permit the student to develop to his or her maximum potential. From this plan the PREP program was developed and the writer's district elected to hire one primary specialist for each elementary school to implement and maintain the program.

The specific duties of the writer include the following components: (a) assist with administering and interpreting early childhood screening instruments and assessment tests; (b) participate on staffing committees for strategy assignments and special program placements; (c) assist classroom and support teachers in identifying and implementing appropriate activities to meet the specific needs of students; (d) share learning theory and research information with PREP personnel; (e) facilitate parent involvement and parent education as well as community agency support; (g) provide and/or coordinate inservice training for PREP personnel; (h) maintain accurate records at the school level in order to prepare reports for the district

and state; and (i) coordinate and monitor all PREP program elements.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There are four kindergarten classrooms in this elementary school, and in each room most of the activities were too structured and developmentally inappropriate for these five and early six year old students. Some of these activities consisted of the utilization of numerous workbooks, semi-concrete materials, and abstract ideas when teaching skills. These young children were frequently exposed to lengthy paper/pencil tasks seated at a desk or table which often led to frustration, failure, and discipline problems.

Problem Documentation

Evidence of this problem was supported by surveys, observations, interviews, and discipline referrals. Each of the four kindergarten teachers completed a survey (see Appendix A) which was designed to determine if inappropriate activities were occurring in the classroom. Items 1 - 7 and items 15 - 19 of the survey were considered inappropriate practices and would ideally be checked as "almost never" occurring in the classroom. The results of this survey were that all 12 items which were inappropriate were occurring at

sometime and that 4 of the 12 items were occurring frequently in 2 of the classrooms. Only 1 of the 12 items was checked as "almost never" occurring.

Observations by the writer (see Appendix B) revealed there was little distinction between the arrangement of the kindergarten classrooms and the first grade classrooms. There was a chair for every student to be seated at the same time during morning paper/pencil work. Many times this seat work consisted of three or more ditto sheets stapled together. So much space was taken up by the tables and chairs, there was little room left for free movement and large group activities. The few activity centers which were available were small in space, and some were sparsely furnished. There were no centers set up for creative art work or for stimulating curiosity, and several rooms were bare of live plants and animals.

The survey and observation were followed by interviews (see Appendix C) between the writer and the four kindergarten teachers. All four teachers indicated they were frustrated due to the numerous academic skills and workbooks which were required of their students and by the emphasis placed on the results of the spring achievement test.

Discipline referrals have progressively increased which may have reflected frustration on the students' part. For the school term of 1990-91, 11 children were sent to the

office with referral slips. The problems of all 11 children were divided into two categories: acting out or non-participation. Two of these children were later evaluated as having emotional problems, and one was diagnosed as mentally handicapped. Four of the 11 students were sent to the office more than once for a total of 28 referrals. All 11 were sent for acting out behaviors which reflected a total of 17 discipline referrals for non-participation.

Causative Analysis

It is the writer's belief that there were several causes for the stated problem at this school site. Due to the accountability act, the writer's school district required documentation of mastery of a specific number of language arts and math skills at each grade level before promotion could occur. There are 12 language arts skills and 11 math skills which kindergarten children are expected to master for promotion to the first grade. Each year the kindergarten teacher is presented with beautifully packaged kits and workbooks for reading readiness, math, and writing to be utilized to meet curriculum requirements. As a result, instructional strategies became more abstract with the teacher directing small reading and math groups or lecturing to the total group. Following this instruction the children were expected to sit quietly at a desk and complete a packet of three to five pages of workbook or ditto sheets stapled together. This method of instruction

was utilized for two reasons: (1) The teacher felt she had more control over the students when every child was seated and if all the children were participating in the same activity at the same time; and (2) The teacher considered this to be good preparation for first grade. Because the first grade level had an even greater number of skills which had to be mastered, the first grade teachers expected their students to come to them in the fall ready for formal reading, knowing simple addition and subtraction procedures, basic handwriting principles, and having mastered the art of completing seatwork. This pressure on the kindergarten teachers, combined with the emphasis which is placed on achievement tests scores at the county level, ultimately led to the development of these structured classrooms and inappropriate methods.

Well-meaning parents also pressured kindergarten teachers into inappropriate practices. Parents generally remembered kindergarten as all play and did not understand that learning was occurring when the child was busily engaged in an activity or during spontaneous play. All parents want their children to excel and most believe that a structured kindergarten program which teaches formal reading will get their youngster off to a good start. Because many kindergarten children had been in day care centers and preschools since birth, parents considered anything less

than a structured academic program a regression in their child's education.

The kindergarten teacher today is faced with the complexity of meeting the demands of our society to the extent that a developmental program has come to mean a watered-down version of first grade. Because a child's learning is based on individual experiences, a structured program cannot be tolerated by many children; and their frustration at not being able to cope with the demands made on them is often manifested in aggressive or negative behaviors.

Relationship of the Problem to the Literature

Surveys conducted by Webster and Wood (1987) in 92 South Dakota schools indicated parents wanted schools to provide a kindergarten curriculum with both academic and developmental components. The Educational Research Service, as reported by Karweit (1988), reports that many kindergarten programs emphasized academic work (22%) or preparation for it (63%). This created concerns on the part of educators, and a survey conducted by Hitz and Wright (1988) in the state of Oregon indicates principals and teachers need to resist pressures to formalize the kindergarten curriculum. The problem is still prevalent as Freeman (1990) indicates that classrooms across the nation are becoming more structured, academic oriented, and teacher directed.

A preliminary review of the research revealed several causes for the problem. In 1986, Walsh suggested that schools may be using curricula materials which are program directed and could be taught by a robot instead of teacher directed. Parents put tremendous pressure on teachers to begin instruction in reading; Cunningham (1987) suggested this could be due to the many children who had attended preschool programs where they were taught traditional kindergarten skills and were ready for reading. Meisels (1989) posits that it is the schools and not the children which have changed over the years due to teachers feeling pressured to meet the demands of accountability, thus causing kindergarten classes to become more academically oriented.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goal

The specific goal of the writer is for the kindergarten classroom environment to be developmentally appropriate for young children.

Expected Outcomes

The following goals and expected outcomes were projected for this practicum:

1. Observations by the writer reveal there is little distinction between the arrangement of the kindergarten classroom and the first grade classroom. The expected outcome is that the arrangement of the kindergarten classroom will allow for orderly, free movement.

2. Interviews by the writer with all four kindergarten teachers indicate they are frustrated due to the numerous skills and workbooks required for the kindergarten children. It is expected that the kindergarten curriculum of the county will be incorporated into appropriate developmental activities and that the workbooks will be used as resource material.

3. Observations by the writer revealed that children were often required to sit in their chairs for long periods

of time while completing three or more ditto sheets stapled together. The expected outcome is that the kindergarten classroom will provide opportunities for active learning and less paper/pencil tasks.

4. The number of kindergarten discipline referrals has increased during the past several years. This increase is believed to be due to the inappropriateness of many of the activities which are occurring in the classroom causing children to become aggressive and needing to ventilate. It is anticipated that the number of kindergarten discipline referrals believed to be due to venting frustration will decrease.

Measurement of Outcomes

The outcome of the restructured kindergarten will be measured by: (a) comparing the results of a pre to a post survey (see Appendix A) completed by the participating teacher to determine if the classroom and the activities are providing a more developmental approach to learning; (b) comparing the results of a pre to a post dichotomous observation (see Appendix B) completed by the writer to determine if an age-appropriate environment has been implemented; and (c) comparing the number of discipline referrals from last year to this year to determine if there has been a decrease in the number of acting out behaviors believed to be due to the stress of inappropriate activities.

CHAPTER IV

SOLUTION STRATEGY

Problem Description

There are four kindergarten classrooms in this elementary school and in each room most of the activities were too structured and developmentally inappropriate for these five and early six year old students.

Discussion of Possible Solutions

Solutions to resolving this problem were suggested by a review of the literature and began with clarifying terminology as it related to the developmental approach (Hitz & Wright, 1988). This was followed by developing appropriate kindergarten strategies which would develop the cognitive, social-emotional, and physical skills of the students utilizing a combination of teacher and child directed activities (Day & Thomas, 1988; Wingert & Kantrowitz, 1989).

The possible solutions suggested by Freeman (1990) and Hitz and Wright (1988), and their proposed utilization at the writer's school, are enumerated below:

1. School boards should hire only teachers with certification in early childhood.

This solution was already in effect in the writer's county as early childhood certification is required to teach at the kindergarten level.

2. Inservice training should be provided periodically which is directly related to early childhood practices.

This was a real need in the writer's county as the kindergarten classrooms countywide were becoming more structured and teacher-directed. As the need seemed to be increasing for updating training directly related to early childhood practices, a request was made by the writer and the participating teacher to the Teacher Education Center to provide appropriate inservice for early childhood educators.

3. Parents should be kept informed of best practices and related program goals.

Information letters and handouts describing developmentally appropriate activities which occurred in the classroom were distributed periodically to the parents. Parents as volunteers play a vital part in the developmental program, and they were

encouraged to participate through the volunteer program. Solicitation through notes and appeals at PTA meetings for volunteers has occurred, and an orientation for volunteers was held. A library was set up where parents could check out professional books and videos through the guidance counselor and primary specialist.

4. There should be a local organization composed of early childhood educators.

The organization of a group of early childhood educators is underway. There were two reasons for desiring to form this organization: (1) In numbers there is strength and support; and (2) Ideas and experiences which relate specifically to this age level could be shared.

5. Legislators, the local school board, and the general public should be updated on current research findings regarding developmentally appropriate programs for young children, which would have an impact on policy making.

It was believed a local organization of early childhood educators would have a strong voice and would be able to share their concerns, which would have an impact on those who make policy.

A Description and Justification of Other Selected Solutions

There are four kindergarten classrooms at the writer's school; although all four showed evidence of inappropriate activities occurring at sometime, the writer chose to work with only one classroom specifically. The reason for this decision was the three months time frame within which this proposal was to be implemented. Due to the numerous changes proposed, it was believed that working with one, highly-motivated teacher would produce successful and positive results. However, it was anticipated that the success of this restructuring would encourage the other kindergarten teachers and create a desire to implement more developmental practices in their classrooms. Enthusiasm, the ability to utilize constructive suggestions, and receptiveness to change were qualities which were considered in selecting a teacher to participate in this implementation process.

Below are descriptions of other solutions which were incorporated by the writer and the participating kindergarten teacher in order to create a more developmentally appropriate kindergarten classroom environment for the young child:

One of the first steps to be considered was to develop a philosophy so that terminology could be clarified and common goals could be identified. Because the term developmental has a different meaning to different people (Hitz & Wright, 1988), it was important at the onset that

clarification be made between the participating teacher and the writer. Wingert and Kantrowitz (1989) confirmed that early childhood educators, as well as parents, desired the best but had no idea what the best was. They posited that programs should be designed to fit the child instead of making the child fit the school. By doing so, a developmentally appropriate curriculum would be based on what scientists know about how young children learn.

The developmental theories of Bruner, Erikson, Piaget, and Montessori were compared (Bruner, 1964; Fischer & Lazerson, 1984; Ginsburg & Opper, 1969; McConnell, 1983; Thomas, 1987; Wadsworth, 1974). Based upon this review, the participating teacher and the writer agreed that learning is an active process, both mentally and physically; that there is a fixed sequence in development with individual variations in pace; and that social development is fostered by interacting with peers and adults (Bingham-Newman & Saunders, 1977). Hymes (1968) described the term developmental for us: "an upward-moving process...and envisages an emerging self, slowly opening up, expanding, tentatively reaching out into new and higher forms of behavior" (p. 15).

Wingert and Kantrowitz (1989) believe that a good developmental program is built on a carefully created environment which provides many varied opportunities for children to develop physically, socially, emotionally, and

intellectually. They emphasize that young children learn best through active, hands-on teaching methods like games and dramatic play. Foerster and Soldier (1978) suggest that the traditional free play environment does not provide enough opportunities for children to make decisions, which would allow them to follow through to the logical conclusions. They believe children need a certain amount of structure which will provide them with needed security, promote the development of social behavior and give them a sense of responsibility. According to Eliason and Jenkins (1977), centers and activities provide opportunities for children to learn to conform to rules, to learn how to share, to develop listening skills and to learn leadership skills. Therefore, some learning centers were set up with specific goals in mind for the children; and other center areas were set up to provide for spontaneous play. Bredekamp and Shepard (1989) encouraged the use of these centers as a developmentally appropriate teaching method of individualizing instruction; and they emphasized that learning centers free teachers to work with individual children. Humphrey (1989) believed that children could learn without direct instruction if teachers would not set limits but instead would give children appropriate experiences and be available to answer their questions. Subsequently, the teacher's role was designed to provide

meaningful learning opportunities, and to observe, support, and guide the children to think actively and critically.

The county's kindergarten curriculum (see Appendix F) was incorporated into appropriate developmental learning activities which excluded most paper/pencil tasks. When Seefeldt and Barbour (1988) were presented with their state legislature's list of competencies and activities, they believed some of the activities were inappropriate for young children and developed their own achieving the same end. In this writer's county, the kindergarten teacher is required to teach at least the minimum skills, denoted by MK (see Appendix F), which are a requirement necessary for promotion. A careful review of these skills revealed most of these are rather basic to any kindergarten program and are not beyond the expectations for most five and six year old children; it was the methods of instruction and the teachers' techniques which seemed to require improvement. Therefore, most of the skills on the continuum were matched to a number of activities, learning games, projects, or activity packets to utilize a more active, concrete, hands-on approach to develop these concepts. The participating teacher and the writer integrated the monthly themes (see Appendix D) with the county's kindergarten continuum (see Appendix F) keeping in mind the social goals (see Appendix E). Using these concepts as a base for long- and short-term

goals, a developmental approach was taken when planning the games, activities, projects, and room arrangement.

The classroom was arranged to accommodate centers which would allow children to be able to move around the room as opposed to sitting in assigned seats with multiple pages of paper/pencil tasks. These centers were designed to provide sequential and experiential activities, provide for facilitated play, and promote social interaction. Bredekamp and Shepard (1989) suggested the use of learning centers as the most effective way to utilize these learning materials.

As planning continued, attention was given to large and small group as well as individualized activities which were real and relevant to the young child. The teacher created a stimulating environment by providing a variety of activities and manipulatives, brining in resources, and planning field trips. She recognized her role as a resource person who remained in the background to prod, question, and encourage the children through indirect methods as well as to capture the teachable moment. The teacher also recognized the importance of planning for a balance among individual learning activities, spontaneous play, and teacher-directed activities, all of which should stimulate and challenge the learner (Fowler, 1971; Wingert & Kantrowitz, 1989). The participating teacher and the writer became very selective when choosing from the available resources and media and in their presentations and introductions of new concepts.

Report of Action Taken

Proposal plans were shared with the principal and upon his approval for implementation, the participating teacher was selected. In making this selection, special consideration was given to the traits of personality, enthusiasm, level of motivation, and the ability to make any changes necessary to create a more appropriate learning environment for the students.

The participating teacher and the writer reviewed many child development and learning theories; however, no one theory seemed to meet the needs of the total child. Therefore, the best ideas from Piaget, Montessori, Erikson, and Bruner were interwoven to provide the framework for the methods and ideas described herein. The participating teacher and the writer agreed that the environment should provide concrete and physical experiences where the child could be directly involved with, and act upon, tangible objects. The participating teacher and the writer mutually agreed that growth and development are progressive and take place in an orderly sequence; that in each stage, the mind and body have new tasks and challenges to develop; that each stage is strongly influenced by heredity as well as the environment; and that the child is an emotional being with potential for creativity and intellectualism (Bruner, 1964; Eliason & Jenkins, 1977; Fischer & Lazerson, 1984; Ginsburg & Opper, 1969; McConnell, 1983; Peck, McCaig & Sapp, 1988;

Wadsworth, 1974). It was agreed that the major role of the teacher was to expand the child's knowledge by providing experiences which would build upon his or her present concepts and which would help to develop new ones (Peck, McCaig & Sapp, 1988).

With these ideas in mind, long-range unit plans and social goals were established (see Appendix D and Appendix E respectively); and the county's kindergarten curriculum (see Appendix F) was incorporated into appropriate developmental learning activities by the writer and selected teacher. Rasala (1989) suggested that teachers, administration and specialist should work together to clearly define a problem area, decide on definite goals, and allow time to explore, discuss, and revise.

A tentative schedule and routine were set up; and the games, activities, and materials which were needed during the first two weeks of implementation were completed and made available at the onset.

Classroom supplies and materials were shelved and made accessible to students. Shelves where items were to be kept were picture labeled to aid the children in easy cleanup. Each work area had a tray which held containers of pencils, scissors, and crayons, all color coded for that table. The room was equipped with chairs which matched the colors of the centers making it easy to keep them within their area and to stack in the afternoon.

The classroom was arranged to allow for large and small group activities by moving tables and chairs away from the carpeted area. Learning centers were created by using file cabinets, cubbies, and bookcases as dividers. Permanent centers and work tables were set up and color coded by hanging construction paper over each area. These areas were identified as: listening station (red); art (green); housekeeping (blue); large assorted building blocks (brown); library (free, required no color); office (white - desks arranged with computer keyboards, telephones, rulers, scrap paper, small markers and old workbooks); school (purple - desk with tape player and miscellaneous books, pens, tapes with corresponding books, chalkboard, variety of flashcards); small manipulatives (yellow - puzzles, farm and animals, zoo and pens, puppets, alphabet and number games); flannelboard (black - flannel stories, shapes, objects, numerals); and weather permitting, outside digging (pink - shovels, spoons, a variety of containers, cars, trucks).

The computer keyboards were obtained from the warehouse which houses obsolete equipment. To maintain interest, these were frequently swapped with adding machines and old typewriters. Large chalkboards were cut in to small individual boards by the maintenance crew. A hole was drilled into the top corner of each board and a sock was attached by a string. A piece of chalk was kept inside the sock which was used as an eraser. Books with Christmas

cards and all-occasion samples were donated by printing companies and placed in the art center. The book room was an excellent source for pictures for the teacher-made games, and discarded workbooks helped to supply the school center. Book samples which were sent by book companies were also utilized in the school center. Many of these came in attractive boxes and cases which were used to house activities, and some were placed in the home area as suitcases.

A number of small plants were placed on top of the file cabinets, and a fishbowl and ant farm were set up for observation. Cages containing gerbils and white mice were displayed on top of the bookcase dividers. At least one new and interesting item was brought in each day by the teacher or a student for the surprise area.

A more permanent daily schedule (see Appendix G) evolved after several days of trial and error as did the procedures and management system for utilizing the centers (see Appendix H). Teacher observation and pleas from the children indicated most of the children wanted to participate in all the available activities. In order to eliminate too large a group at one time in a center or at an activity, which could lead to chaos, the rotation of centers evolved. Due to the numerous activities available and to provide variety, as well as limited room space and shelving, it was necessary for the teacher to build in some control.

Therefore, the teacher pre-selected the games based on a particular need or a concept to be reinforced; determined which of the permanently set up centers would be available for the day; and pre-selected miscellaneous activities such as Q-tip painting, fingerpainting, or goop (Riley & Bennett, 1984). The center areas were color coded; and the number of children which could occupy these small, but adequate areas was predetermined by the teacher color coding that number of spring type clothespins.

At first the clothespins were put in a bag each morning, and the children drew one to indicate where they would begin center time. This method insured a heterogeneous grouping where students learned from each other, and it promoted an intermingling of personalities which encouraged social growth. Because the class consisted of 25 students, the room was generally arranged for five centers with accommodations for five students at each center. At the end of 15 to 20 minute periods, a bell would signal for students to change centers. The child would wear the clothespin as long as he was in that center, then drop it into a basket in the center as he left that area. If a child became disenchanted before the signal, he or she could free draw or go to the library center but would change at the end of that time frame. However, if a child had not completed the activity and wished to remain, he was allowed that freedom. This system permitted the teacher to move

around the room and to act as a resource where needed. This time block was referred to as center time (see Appendix G), and a period of rest followed a late lunch.

On Tuesdays and Thursdays two volunteers came in to help so a special art project was usually planned; and the outside center was made available for free play with tricycles, balls, and toys for digging. On Fridays a cooking center was the highlight, again with the help of a volunteer.

Resource people from the community such as policemen, healthnurses and the mailman were invited to the class. Frequent walking trips were made around the campus, to a nearby park, and the community firehouse. Bus trips were taken to the public library, the Jr. Museum, and K-Mart where the children had breakfast with Santa. The students often made big books as a group project after these trips and at other appropriate times.

After the Christmas holidays the children seemed to have lost their need for a long period of rest so the schedule was revised, which allowed another large block of time (see Appendix I). In order to give the children more opportunity for decision making, the grouping of students by pulling clothespins from a bag was eliminated. Following the Good Morning Circle the children were allowed to choose one of the five areas where they were to begin independent work. If an area became crowded, the child had to make

another selection but was assured there would be available space within the morning block. These areas were set up to include math and language arts games, a unit art activity, a listening station which often correlated with the unit, a small group with teacher or volunteer, and a special activity such as sponge painting. Each activity was designed to take approximately 20 minutes; when an individual finished, he was allowed to move to another activity, draw, play with puzzles, browse in the big book library corner, or mark in workbooks. These workbooks were new with beautiful pictures, but no longer on the adopted list; and the children were given freedom in their usage.

To facilitate planning, a paper wheel was designed with five sections and color coded to correspond to the five areas (see Appendix J). A brad connected the wheel to a 6x8 card, and plans for each area were written on the card as to how that area would be set up for the morning. On the back side of the card, the teacher could list the objectives for the day or ideas as they occurred and carry it with her around the room. Each day the wheel was attached to a new card. It soon became apparent these cards could be used as lesson plans and filed with the possibility of being useful in planning again next year.

The second large block of time occurred after lunch replacing rest time (see Appendix I) and provided opportunity for more spontaneous play and social

interaction. A management system for this activity time was devised by listing ten activities on a large chart using a marker once again to color code (see Appendix K). These ten activities closely resembled the permanently set up activity centers previously described. This time frame was designed for free indoor play, and the children were allowed to make their own selections. However, in order to maintain control because of limited space in the centers, and because noise level was excessive at times, the teacher wished to limit the number of students at each activity to four. Therefore, four clothespins were color coded to match the activities giving a total of 40 choices. As each student selected a center, the corresponding clothespin was taken from the chart and worn by the child. This visual clue helped the children to see which areas were still available and forced decision making. The clothespin also reminded the child of his or her area of responsibility when it was time to clean up. During this time, the teacher would chart the student's choice on a class roll sheet which was attached to the chart. Students were requested not to go to the same activity more than two days simultaneously in order to encourage decision making and to encourage them to try new activities. Only rarely did students desire to change areas during activity time, but if they did, they would simply exchange clothespins or select an activity which was still available.

The writer coordinated make-it workshops once a month where volunteers came and made the numerous games and activities that were needed. The teacher pre-selected the games and projects to go along with the concepts and units she would be introducing; and the writer made available the supplies, patterns and samples as necessary. Notes were sent home with the kindergarten children, and notices were posted on the volunteer bulletin board as to when the workshops were to take place. All materials and supplies were set up in the gym, and refreshments were served to the volunteers who participated in making the games for the classroom. Working parents also contributed by cutting patterns and coloring games at home. Throughout implementation, new ideas and activities were added to the files almost daily. Ideas and activities from Activities and Rationale for a Developmental Curriculum for Children Ages 4-6 (Riley & Bennett, 1984), Activities Handbook for Teachers of Young Children (Croft & Hess, 1972), All Aboard for Math Fun (Dellosa & Carson, 1977), Launch (Platts, 1972), The Instant Curriculum: 500 Developmentally Appropriate Learning Activities for Busy Teachers of Young Children (Schiller & Rossano, 1990), The Kids' Stuff Book of Patterns, Projects, and Plans, (Forte, 1982), Workjobs (Baratta-Lorton, 1972), adopted textbooks, and workshops attended in previous years were gleaned, constructed and filed to correspond with the county's kindergarten

curriculum in the areas of math and language arts. The volunteers, the participating teacher, and the writer became very creative as they found many ideas could be adapted to the unit being studied and could be interchanged from one subject area to another.

Other volunteers included three fifth grade students who came one hour each per day after lunch. These fifth grade students were selected by their teachers based on their own classwork performance. They were trained by the participating teacher to help reinforce skills using teacher-prepared learning materials. During activity time each child was called aside for a short period. In this way every child was given special attention, and the individualization of skills occurred when necessary. These student volunteers also kept the pencils sharpened, paste jars full, and the supply cabinet stocked.

Newsletters (see Appendix L) and invitations (see Appendix M) were sent to parents periodically explaining the current and forthcoming activities as well as concepts studied. Suggestions and ideas for helping the children at home were often made. This was also an opportunity to ask for small items which were needed and could not be purchased by the school due to a shortage of funds. Parents were always welcome to visit the classroom and to have lunch with the students.

CHAPTER V

RESULTS, DISCUSSION, RECOMMENDATIONS, AND DISSEMINATION

Results

The writer's goal for this practicum was to restructure a kindergarten classroom environment by providing more developmentally appropriate activities. This goal was achieved as evidenced by the results of the following four projected outcomes:

1. The arrangement of the kindergarten classroom will allow for orderly, free movement.

> The kindergarten classroom has been arranged and continues to be maintained to allow for orderly, free movement. Some control had to be built in however, due to limited space in the room. The center areas are adequate but will not accommodate more than five students at any one time. By assuring the children there would be an opportunity for them to participate in all the activities, this limited control still allowed freedom of movement and opportunities to make decisions. Areas for quiet and active play as well as for large and small group activities were designed. The tables and chairs were not

eliminated but are now utilized as learning areas instead of individually assigned seats.

2. The kindergarten curriculum of this county will be incorporated into appropriate developmental activities and the workbooks will be used as resource material.

The language arts and math skills for kindergarten children have been incorporated into sequential, concrete, and self-correcting learning materials. At least four activities were developed for each skill and several levels of difficulty were made available. The participating teacher now utilizes the county adopted workbooks as supplementary and resource materials only.

3. The kindergarten classroom will provide opportunities for active learning and less paper/pencil tasks.

Through comprehensive planning, which utilized a variety of activities and the help of adult and pupil volunteers, the kindergarten classroom has become a place where the children are actively involved in learning experiences. Paper/pencil tasks are limited to no more than one worksheet daily.

4. The number of kindergarten discipline referrals believed to be due to venting frustration will decrease.

> A comparison of the number of kindergarten discipline referrals for non-participation and acting out behaviors, which were thought to be due to venting frustration, revealed only one child had been referred this school term, 1991-92; and that was before implementation began, as opposed to 28 referrals last school term, 1990-91. This is a remarkable decrease in the number of discipline referrals. Children are now busily, but happily engaged in their tasks and though problems do arise, it is generally because another child desires the same activity--not due to inappropriate demands made on the young learner.

Data which supports this evidence was collected and compared as follows:

A pre and a post survey (see Appendix A) were completed by the participating teacher to determine if the environment was appropriate for the kindergarten child based upon the developmental theories of early childhood proponents. Items 1 - 7 and items 15 - 19 of the survey depict inappropriate activities and should be occurring only infrequently or almost never. The results of the pre survey were that all 12 items which were inappropriate were occurring at sometime and that 4 of the 12 items were occurring frequently in 2 of

the classrooms. Only 1 of the 12 items was checked as almost never occurring. The post survey indicates there has been a decrease in the number of inappropriate activities which were occurring. Figure 1 gives a graphical representation of this comparison, which shows the reduction in inappropriate activities since restructuring began.

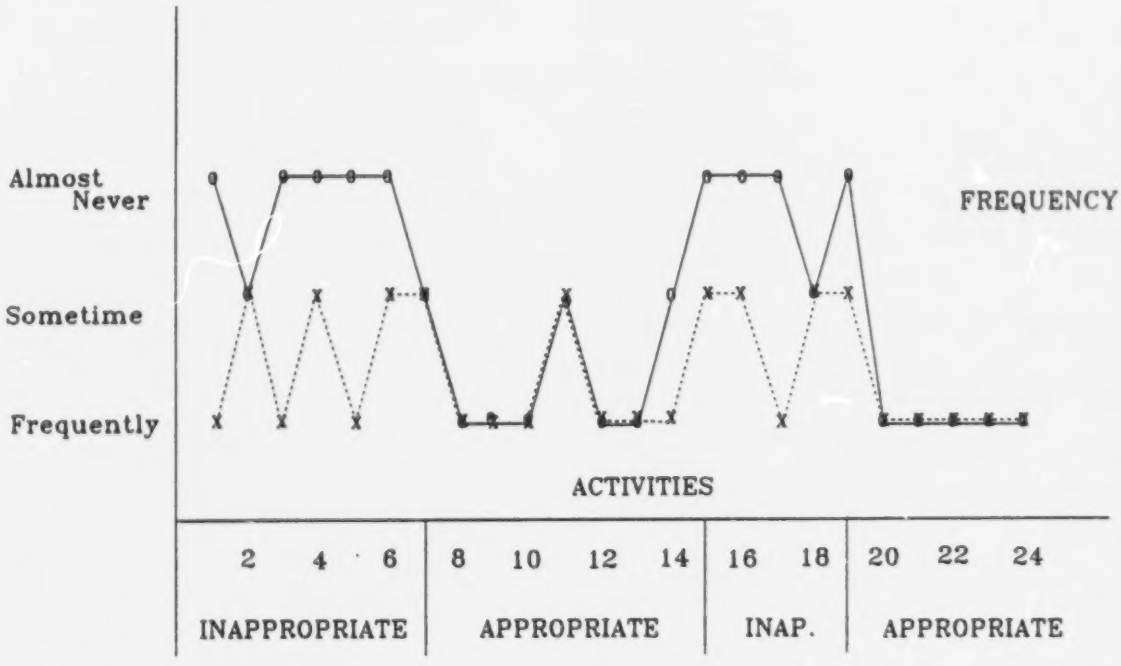

Figure 1: CLASSROOM ACTIVITIES MODIFICATION COMPARISON

A comparison was made between a pre and a post dichotomous observation checklist (see Appendix B) to determine if a more developmentally appropriate environment had been created as a result of restructuring as observed by the writer. The results of the pre observational checklist revealed only 11 of the 28 appropriate developmental items were observed to be present or occurring before the restructuring. The post observation by the writer shows all 28 appropriate developmental items were present or were occurring which suggests a more developmental environment has been created.

A comparison was made between last year's and this year's kindergarten discipline referrals to determine if there had been a decrease. Only the referrals which were thought to be misbehaviors due to venting frustration were considered. For the school term 1990-91, 11 children were sent to the office with referral slips. The problems of all 11 children were divided into two categories: acting out or non-participation. Two of these children were later evaluated as having emotional problems, and 1 was diagnosed as mentally handicapped. Four of the 11 students were sent to the office more than once for a total of 28 referrals. All 11 were sent for acting out behaviors which reflected a total of 17 discipline referrals for non-participation. This school term, 1991-92, only 1 child was referred to the office for acting out behavior; and this incident occurred

before implementation began. This comparison indicated there had been a marked decrease in the number of discipline referrals.

Discussion

It is believed the positive effect of providing a developmentally appropriate environment is that the teacher is able to expand her students' knowledge on a horizontal plane and individually on a vertical plane as the child shows growth and development. Another positive outcome is the sharing of ideas, plans, and suggestions among the kindergarten teachers and one Exceptional Student teacher as the implementation was in process. Parents also were positive and complimentary saying their child did not want to miss a day even when he or she was sick. The negative side was that many extra hours were put into the making of activities and gathering materials. Organizing the room and trying to implement a change just weeks after a new school year had begun and a routine had already been established was not too difficult, but is certainly not a good practice.

The writer's school facility was built during World War II; the rooms are small with limited shelving, cabinets, and closets. This made it necessary to control the activities which were to be used and the number of children who could participate in an activity or center area at one time. The students were allowed to move freely within these limits and

learned to make decisions. The management system used was well planned and efficient.

Recommendations

For successful replication of this program the following suggestions and recommendations are made:

The classroom should be pre-arranged for easy movement and accessibility to centers. The centers should be attractive, interesting, and in full view of the teacher at all times.

There should be a well-planned management system for the utilization of the centers, and a review of the literature revealed several types of management procedures (Voight, 1971; Baratta-Lorton, 1972; Holland, 1974; Day, 1975; Piechowiak & Cook, 1976; Day & Drake, 1983). However, consideration must be given to the children's personalities and abilities, to the size of the room, and to the amount of extra adult help available to the teacher within the classroom.

Several walks through the centers and the management procedures will help to foresee difficulties which may arise and help to insure that the centers and the management system are workable.

Several levels of activities for each skill or center should be available as some will be too difficult and some will be too easy for the various ability levels of the students. For example: Games with numerals 1 - 10 are too

easy for many students, but the same game could be made utilizing numerals 11 - 19; or instead of numerals, move to number words. Both games should be displayed at the same time. The less developed child will be intrigued by the more advanced student and the more advanced child often enjoys helping his or her peer. There seemed to be a natural gravitation to the appropriate level by the student so this did not have to be monitored.

A thorough orientation is a must and several practice sessions walking through the process with the children is helpful. Complete instructions on how to use the games and how to put the items away properly is another requirement for success. It is suggested there be enough activity so everyone is busily engaged, but not so much as to be overwhelming, which may lead to children wanting to jump from one thing to another.

The centers should be changed frequently and some should be changed daily to keep the classroom exciting and to promote academic development.

Color coding helps everything to come immediately into focus and greatly aids management of the process as well as the clean up.

It is believed that as the children continue to readjust to a new regime and as the teacher continues to expand her resources and gains experience in management, this new environment will continue to become one that other

early childhood educators in this community will want to emulate.

Dissemination

This report has been made available to the grade level teachers and principal at the writer's school and to the primary specialist at each elementary school. A request has also been made to share the learning games and activities at a summer make-and-take workshop.

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APPENDIX A

KINDERGARTEN SURVEY

Appendix A

Kindergarten Survey

	Frequent	Sometimes	Almost Never
1. Activities are structured, teacher-led, and directed toward the majority of the children	_____	_____	_____
2. The children are expected to sit quietly and listen to or watch the teacher	_____	_____	_____
3. The children are drilled in the alphabet, letter sounds, and counting	_____	_____	_____
4. Rewards are used to get the children to pay attention and learn	_____	_____	_____
5. The school purchases workbooks or teachers utilize worksheets/dittos for the children to complete	_____	_____	_____
6. Children color in already drawn pictures and paste shapes pre-cut by an adult	_____	_____	_____
7. All children are required to participate in all activities	_____	_____	_____
8. Activities are planned so the children can work individually or in small groups, talking to and helping each other	_____	_____	_____
9. The teacher sees her role as a resource, free and available to answer questions or stimulate a child's thinking as he works on his own	_____	_____	_____
10. The teacher recognizes and			

		Frequent	Sometimes	Almost Never
	takes advantage of the teachable moment to integrate learning whenever possible	_____	_____	_____
11.	Children are free to move about the classroom as they complete an activity	_____	_____	_____
12.	Children are motivated to learn because what they are doing is interesting, challenging, and builds upon their natural curiosity	_____	_____	_____
13.	Learning activities are carefully planned so that they are integrated in meaningful, natural ways (make a shopping list for a cooking project)	_____	_____	_____
14.	Children are allowed educational options as to activities and their choices respected	_____	_____	_____
15.	The teacher is primarily concerned about controlling the children	_____	_____	_____
16.	Children have their names put on the board when they misbehave and receive sad faces for poor work	_____	_____	_____
17.	The academic expectations have a high priority in my classroom	_____	_____	_____
18.	The teacher solves the behavior problem for the children	_____	_____	_____
19.	The principal and/or parents are used as a threat when a problem arises	_____	_____	_____

	Frequent	Sometimes	Almost Never
20. The teacher and class formulates a few positive rules to help them get along well together	_____	_____	_____
21. The teacher expects the children to be able to increasingly gain control of their own behavior	_____	_____	_____
22. The teacher recognizes that kindergarten children take criticism seriously and personally, and tries to refrain from reprimanding children in front of the others	_____	_____	_____
23. There are abundant choices for real, hands-on activities which provide many learning experiences	_____	_____	_____
24. Children are encouraged to be creative and their art work is appreciated	_____	_____	_____

*If items 1 - 7 and 15 - 19 are scored in the frequent column, there is evidence inappropriate developmental practices are being utilized in the kindergarten classroom.

APPENDIX B

OBSERVATIONAL CHECKLIST

Appendix B

Observational Checklist

	YES	NO
Physical Facilities		
Is the room arranged for:		
1. active play?	____	____
2. quiet play?	____	____
3. group activities?	____	____
4. creative work?	____	____
5. learning centers?	____	____
Teacher/Staff		
6. Warm, accepting and understanding of students?	____	____
7. Resourceful?	____	____
8. Enthusiastic?	____	____
9. Acts as a facilitator?	____	____
Furnishings		
10. Appropriate size?	____	____
11. Hard and soft?	____	____
Supplies and Materials		
12. Ample supply of assorted building blocks/materials?	____	____
13. Abundance of manipulatives?	____	____
14. Sufficient equipment for physical play?	____	____
15. Ample supplies and materials to meet needs of total group?	____	____

		YES	NO
16.	Adequate supply of creative materials?	____	____
Experiences			
17.	Provision for stimulating curiosity?	____	____
18.	Provision for group and individual experiences?	____	____
19.	Appropriate for age level?	____	____
Program			
20.	Flexible to meet needs of all children?	____	____
21.	Flexible scheduling?	____	____
22.	Alternate scheduling of active and quiet activities?	____	____
23.	Children are allowed opportunities for decision making?	____	____
24.	Skills are taught using manipulatives and concrete items?	____	____
25.	Learning centers are utilized by the children?	____	____
26.	Many opportunities are provided for creative play?	____	____
Children			
27.	Moderately noisy?	____	____
28.	Actively learning?	____	____

*Yes responses indicate appropriate practices are occurring.

APPENDIX C

INTERVIEW GUIDE

Appendix C

Interview Guide

1. What are your long-range goals for the children in your class?
2. What are your short-term goals?
3. How did you determine these goals?
4. How do you plan to accomplish these goals?
5. What are your thoughts about the minimum skills required for your students?
6. In view of what you know about the developmental needs of the young child, how would you describe the kindergarten program in your classroom?
7. If you were given the freedom to plan and coordinate your curriculum, would you make any changes? Explain.

APPENDIX D

MONTHLY UNIT THEMES

Appendix D

Monthly Unit Themes

September	-	Teddy Bears, Family, Nursery Rhymes, Health, Manners
October	-	Community Helpers, Transportation, Fall, Columbus, Halloween
November	-	Farm Animals, Pilgrims, Indians
December	-	Christmas
January	-	Winter/Weather, Mammals, Dinosaurs
February	-	Groundhog Day, Reptiles, Amphibians, Valentines, Five Senses, Our Country, Dental Health
March	-	Zoo Animals, Circus Animals, St. Patrick's Day/Leprechauns, Easter
April	-	Spring, Insects, Plants, Food Groups
May	-	Countries (Japan, Mexico), Seashore, Fish/Shells, Summer Fun

APPENDIX E

SOCIAL GOALS

Appendix E

Social Goals

The following social goals were emphasized:

1. Respect the rights and property of self and others.
2. Practice self-control.
3. Observe classroom and school rules.
4. Cooperate with all school personnel.

The following classroom rules were developed by the children:

1. Use an inside voice.
2. Keep your hands and your feet to yourself.
3. Gun play is not allowed.
4. Everyone must have a job.

APPENDIX F

KINDERGARTEN CONTINUUM

Appendix F

Kindergarten Continuum

The following continuum for kindergarten provided the basis for the developmental games and activities in language arts and math. Those preceded by MK indicate minimum skills required for promotion to first grade.

Language Arts

Vocabulary

1. Selects a picture and tells about it.
MK 2. Speaks in a complete sentence.
3. Classifies pictures of objects into two categories.
MK 4. Describes a picture.

Comprehension

MK 5. Follows two-step oral directions.
MK 6. Demonstrates an understanding of directional words.
MK 7. Determines who and what in an oral presentation.
8. Names missing parts.
9. Sequences a series of pictures.
10. Reproduces sequence of objects from memory.
MK 11. Retells story in own words recalling story sequence.
12. Interprets cause and effect.

Decoding Skills

13. Distinguishes a particular figure against background.
14. Identifies identical pictures.
MK 15. Given printed letter, matches form to designated form.
16. Auditorily identifies words as same or different.
MK 17. Visually identifies words as same or different.
MK 18. Auditorily identifies words as rhyming words.
19. Supplies words with the same initial sound.
20. Recognizes 80% of letter sounds named by teacher.

Grammar/Mechanics of Writing

21. Draws a line from left to right.
22. Forms lines and strokes correctly.
MK 23. Names 21 upper case and 21 lower case letters out of sequence.
24. Prints own first name from memory.
MK 25. Copies alphabet and numerals (0-9).

Math

Numeration

MK 1. Counts objects to 10.
MK 2. Reads numerals to 10.
MK 3. Reads numeral that comes immediately after any numeral less than 10.
MK 4. Identifies first and last position.
5. Compares and constructs sets to 10.
MK 6. Identifies numerals 0-10.
7. Names ordinal position to fifth.
MK 8. Writes numerals 0-10.
MK 9. Given two numerals (0-10), identifies numeral which is more or less.

Addition

10. Knows basic addition facts through 10.

Subtraction

11. Knows basic subtraction facts through 5.

Fractions/Decimals

12. Recognizes fractional parts: 1/2, 1/3, 1/4.

Measurement/Geometry

MK 13. Identifies shapes (circle, square, triangle, rectangle).
MK 14. Identifies size.
MK 15. Identifies penny, nickel, dime, quarter.
MK 16. Tells time to the hour.
17. Uses standard measure (cup).

Problem Solving

18. Recognizes and draws a pattern of three.

APPENDIX G

DAILY SCHEDULE

Appendix G

Daily Schedule

Date _____

7:45 - 8:10 - Greet children at back door. Children put things away and come to Good Morning Circle. Call roll, collect juice money, take lunch count. Choose helpers. Lunch count and break money taken by helpers to lunchroom.

8:10 - 8:30 - Helpers change calendar and weather wheel. Sharing time. Discuss unit of the week _____. Explain morning centers. Draw clothespins.

8:30 - 10:10 - Centers (approximately 20 minutes per center)

Center I II III IV V

10:10 - 10:15 -Send for juice and clean up

10:15 - 10:30 -Snack

10:30 - 10:50 -Outside free play or inside special activity

10:50 - 11:00 -Restroom/water

11:00 - 11:45 -Special Area-M_____T_____W_____Th_____F_____ (music, art, library, and PE are rotated)

11:45 - 12:20 Large Group Activity - Record, movie_____ filmstrip_____, fingerplays, songs, nursery rhymes, story, etc.

12:20 - 12:26 -Prepare for lunch

12:26 - 12:56 -Lunch

1:00 - 1:35 -Restroom, story, rest

1:35 - 1:55 -Prepare to leave

1:55 FIRST BELL - Walkers and car riders.

2:00 SECOND BELL - Bus students.

APPENDIX H

MANAGEMENT SYSTEM FOR CENTERS

Appendix H

Management System for Centers

Center I — Art (5 green clothespins)

Center II — Math Games (5 yellow clothespins)

Center III — Miscellaneous Activity - e.g., clay or fingerpainting (5 orange clothespins)

Center IV — Language Arts Games (5 black clothespins)

Center V — Free Play Activities

(2 brown clothespins for big blocks)
(3 blue clothespins for housekeeping)

on another day this might be changed to

(2 pink clothespins for Lego)
(2 white clothespins for office)
(1 green clothespin for drawing with markers)

Each day the teacher controlled the centers by having the correct number of color coded clothespins correspond to the activities she had planned. These were placed in a bag and the children drew a clothespin each day during the Good Morning Circle. The purpose of this drawing was to get the children started each morning and to change the grouping of children daily to increase social skills.

APPENDIX I

DAILY SCHEDULE REVISED

Appendix I

Daily Schedule Revised

Date _____

7:45 - 8:10 - Greet children at back door. Children put things away and come to Good Morning Circle. Call roll, collect juice money, take lunch count. Choose helpers. Lunch count and break money taken by helpers to lunchroom.

8:10 - 8:30 - Helpers change calendar and weather wheel. Sharing time. Discuss unit of the week _____. Explain centers.

8:30 - 10:10 - Centers (allow approximately 20 minutes at each center)

Red -	Center I -	Listening station (correlated with unit)
Green -	Center II -	Unit art activity
Yellow-	Center III-	Math games (sometimes teacher directed)
Orange-	Center IV -	Purchased manipulatives; cooking, special activity
Black -	Center V -	Language arts games (sometimes teacher directed)

10:10 - 10:30 -Send for juice, clean up, SNACK

10:30 - 11:00 -Outside free play or inside special activity

11:00 - 11:45 -Special Area-M_____T_____W_____Th_____F_____ (music, art, library, P.E. are rotated)

11:45 - 12:20 Large Group Activity - Record, movie_____ filmstrip_____, fingerplays, songs, nursery rhymes, story,

12:20 - 12:26 -Prepare for lunch 12:26 - 12:56 - LUNCH

1:00 - 1:45 - ACTIVITY TIME (art, housekeeping, large blocks, office, school, small toys, flannelboard, outside play, Lego/ Lincoln Logs, clay)

1:45 - 1:55 -Prepare to leave

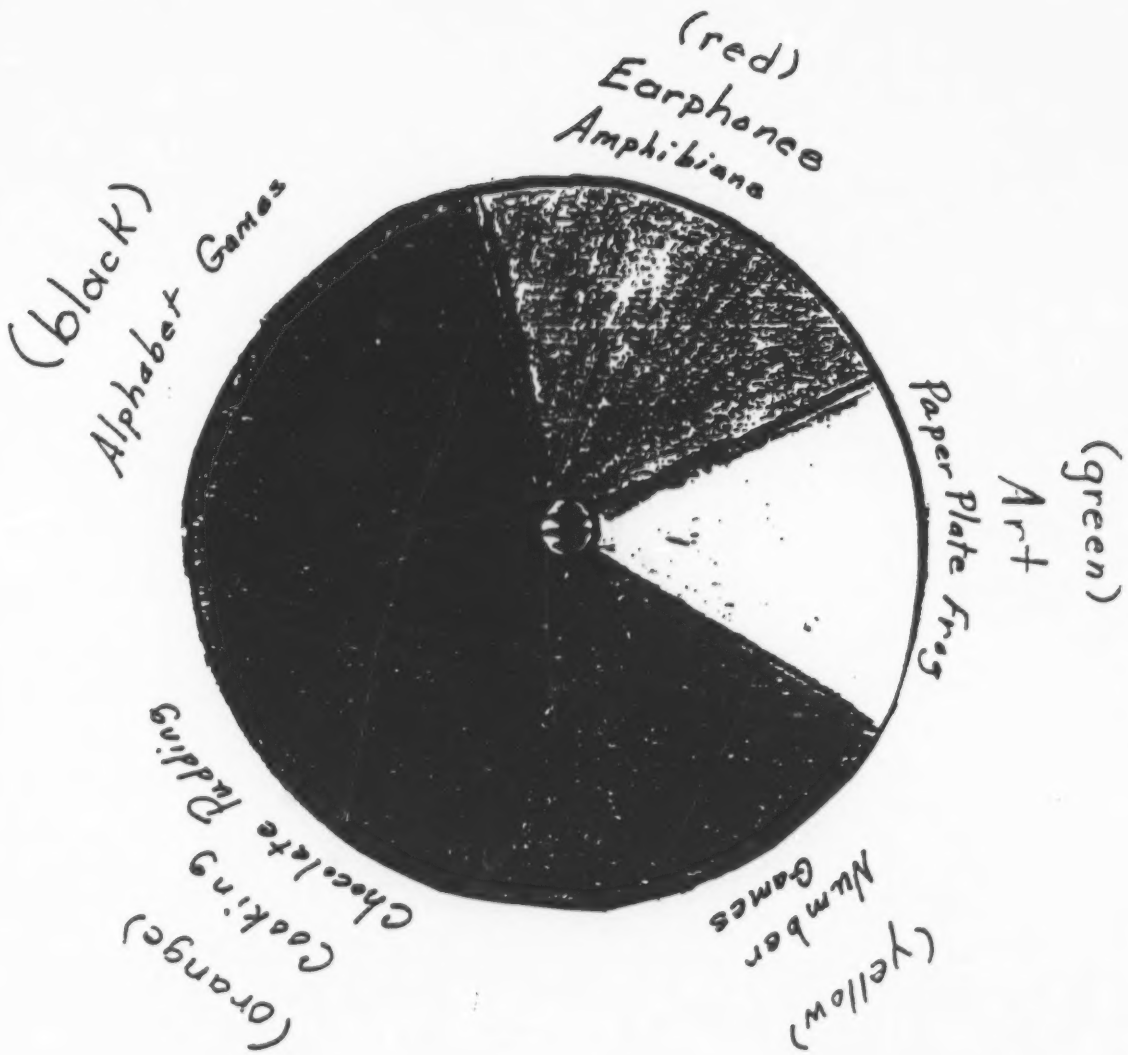
1:55 FIRST BELL 2:00 SECOND BELL

APPENDIX J

MANAGEMENT WHEEL FOR CENTERS

Appendix J

Management Wheel for Centers



APPENDIX K

MANAGEMENT CHART FOR ACTIVITIES

Appendix K

Management Chart for Activities

ART	green	(4)
HOUSEKEEPING	blue	(4)
ASSORTED BLDG BLOCKS	brown	(4)
PLAY OFFICE	white	(4)
PLAY SCHOOL	purple	(4)
SMALL MANIPULATIVES	yellow	(4)
FLANNELBOARD	black	(4)
OUTSIDE PLAY	pink	(4)
LEGO, LINCOLN LOGS	red	(4)
CLAY	orange	(4)

APPENDIX L

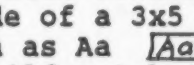
EXAMPLE OF NEWSLETTER TO PARENTS

Appendix L

Example of Newsletter to Parents

October 15, 1991

Dear Parents,

The first nine weeks has been a period of adjustment, and we have learned many new concepts. The letters Aa - Hh and the numerals 1-7 have been introduced. Please practice matching the numeral with its corresponding set, such as 3 and ✱ ✱ ✱. Also look for pictures that begin with the sounds we have been working on. Suggestion: Print a letter on the left side of a 3x5 card and paste pictures on the right side such as Aa  . Cut the cards in half and let your child match them. The shapes ○ □ △ ▭ have about been mastered. We are having fun learning color words and rhyming words. Enjoy being "silly-willy" with your child as we continue to work on this concept. Please reinforce recognition of the penny, nickel, dime, quarter and dollar. Unit themes for November will include Pilgrims, Indians, Thanksgiving, and Fall.

If there are any parents who would like to volunteer to help in our classroom, please let us know. Also if any of you are artistic, we need to have a few more games and activities made. Many of these can be done at home.

Thanks for all the items which you have been sending in--especially the goodies! Below are a few additional items we need. I would like to do some cooking with the children so I have included a few foods. If cooking is your specialty and you have some time, maybe you would like to help in this area.

canned biscuits	XXX sugar	liquid starch
old sheets	salt	plastic tubs
plastic tablecloth	corn starch	sugar
baby food jars	cotton balls	shaving cream
chocolate pudding	rice krispies	wax paper
plastic forks	plastic spoons	grass seed

Mrs. _____Class

APPENDIX M

PARTY INVITATION

Appendix M

Party Invitation

A Teddy Bear
Tea Party
Bring your bear or other favorite stuffed animal!
P.S. Also bring your very BEST MANNERS!!
Friday, Sept. 13th